

The Montana Standards for Media Arts										
Media Arts: Creating	<b>Anchor Standard # 1 : Generate and conceptualize artistic ideas and work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CR.1.Ka	MA:CR.1.1a	MA:CR.1.2a	MA:CR.1.3a	MA:CR.1.4a	MA:CR.1.5a	MA:CR.1.6a	MA:CR.1.7a	MA:CR.1.8a	MA:CR.1.HSa
	a. Explore, examine and share ideas using community for play and experimentation in <b>media artworks</b>	a. Explore, examine and express ideas for <b>media artworks</b> through traditional and non-traditional <b>media</b>	a. Probe resources to generate multiple creative ideas for artworks through brainstorming and improvising	a. Develop multiple ideas for <b>media artworks</b> using a variety of tools, methods and/or materials	a. Develop original artistic goals for <b>media artworks</b> using a variety of creative methods for conceptual generation	a. Demonstrate original ideas and <b>innovations</b> for <b>media artworks</b> using personal and community experiences	a. Generate a variety of goals and solutions for <b>media artworks</b> by practicing chosen creative <b>processes</b> using traditional methods and <b>emerging technologies</b>	a. Produce a variety of ideas, goals and <b>solutions</b> for original artworks through application of chosen inventive <b>processes</b> such as <b>concept modeling</b> and <b>prototyping</b>	a. Produce ideas, goals and <b>solutions</b> for original <b>media artworks</b> through application of focused creative <b>processes</b> such as <b>divergent thinking</b> and experimenting	a. Build on <b>generative methods</b> to formulate multiple ideas, develop artistic goals, and problem solve in <b>media arts creation processes</b>

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Media Arts: Creating	<b>Anchor Standard # 2: Organize and develop artistic ideas and work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CR.2.Ka	MA:CR.2.1a	MA:CR.2.2a	MA:CR.2.3a	MA:CR.2.4a	MA:CR.3.5a	MA:CR.2.6a	MA:CR.2.7a	MA: CR.2.8a	MA:CR.2.HSa
	a. With guidance, use ideas to form plans or <b>models</b> for <b>media arts productions</b>	a. With guidance, use identified ideas to form plans and <b>models</b> for <b>media arts productions</b> and products	a. With guidance, choose ideas to create plans and <b>models</b> for <b>media arts productions</b>	a. Form, share and test ideas to form sequential plans and <b>models</b> for <b>media arts productions</b> and products, considering the artistic goals and presentation	a. Discuss, test and assemble ideas, plans and <b>models</b> for <b>media arts productions</b> , considering the artistic goals and the presentation	a. Develop, present and test ideas, sequential plans, <b>models</b> and proposals for <b>media arts productions</b> , considering the artistic goals and <b>audience</b>	a. Organize, propose and evaluate artistic ideas, plans, <b>prototypes</b> and <b>production processes</b> for <b>media arts productions</b> , considering purposeful intent	a. Structure and <b>critique</b> ideas, plans, <b>prototypes</b> and creative <b>processes</b> for <b>media arts productions</b> , considering purposeful intent	a. Structure and <b>critique</b> ideas, plans, <b>prototypes</b> and creative <b>processes</b> for <b>media arts productions</b> , considering purposeful intent	a. Apply <b>aesthetic criteria</b> in developing, proposing and refining artistic ideas, plans, <b>prototype</b> , and <b>production processes</b> for <b>media arts productions</b> , considering original inspirations, goals, and presentation <b>context</b>

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Media Arts: Creating	<b>Anchor Standard # 3 : Refine and complete artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CR.3.Ka	MA:CR.3.1a	MA:CR.3.2a	MA:CR.3.3a	MA:CR.3.4a	MA:CR.3.5a	MA:CR.3.6a	MA:CR.3.7a	MA:CR.3.8a	MA:CR.3.HSa
	a. With guidance, combine arts and media <b>content</b> to form <b>media artworks</b>	a. Practice combining varied academic, arts, and media <b>content</b> into <b>unified media artworks</b>	a. Practice combining varied academic, arts, and media <b>content</b> into <b>unified media artworks</b>	a. Demonstrate how a variety of academic, arts, and media <b>content</b> may be mixed and coordinated into <b>media artworks</b> including <b>movement</b> and <b>force</b>	a. Create <b>media artworks</b> through the integration of multiple <b>content</b> areas	a. Create <b>content</b> and combine <b>components</b> to convey expression, purpose and <b>meaning</b> in a variety of <b>media art productions</b> , utilizing sets of associated <b>principles</b> , including <b>emphasis</b> and <b>exaggeration</b> for expressive purpose	a. Experiment with multiple approaches to produce <b>content</b> and <b>components</b> for determined purpose and <b>meaning</b> in <b>media arts productions</b> , utilizing a range of associated <b>principles</b> , such as <b>point of view</b> and <b>perspective</b>	a. Coordinate <b>production processes</b> to integrate <b>content</b> and <b>components</b> for determined purpose and <b>meaning</b> in <b>media arts productions</b> , demonstrating understanding of associated <b>principles</b>	a. Implement <b>production processes</b> to integrate <b>content</b> and <b>stylistic conventions</b> for determined <b>meaning</b> in <b>media arts productions</b> , demonstrating understanding of associated <b>principles</b> , such as <b>theme</b> and <b>unity</b>	a. Consolidate <b>production processes</b> to demonstrate deliberate choices in organizing and integrating <b>content</b> and <b>stylistic conventions</b> in <b>media arts productions</b> , demonstrating understanding of associated <b>principles</b>

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	MA:CR.3.Kb	MA:CR.3.1b	MA:CR.3.2b	MA:CR.3.3b	MA:CR.3.4b	MA:CR.3.5b	MA:CR.3.6b	MA:CR.3.7b	MA:CR.3.8b	MA:CR.3.HSb
	b. Make changes to the <b>content</b> , form or presentation of <b>media artworks</b> and share results	b. Practice and identify the effects of making changes to the <b>content</b> form or presentation, in order to refine and finish <b>media artworks</b>	b. Test and describe expressive effects in altering, refining and completing <b>media artworks</b>	b. Practice and analyze how the <b>emphasis</b> of <b>elements</b> alters effect and purpose in refining and completing <b>media artworks</b>	b. Demonstrate intentional effect in refining <b>media artworks</b> , emphasizing <b>elements</b> for a purpose	b. Determine how <b>elements</b> and <b>components</b> can be altered for clear communication and intentional effects, and refine <b>media artworks</b> to improve clarity and purpose	b. Appraise how <b>elements</b> and <b>components</b> can be altered for intentional effects and <b>audience</b> , and refine <b>media artworks</b> to reflect purpose and <b>audience</b>	b. Improve and refine <b>media artworks</b> by intentionally emphasizing particular expressive <b>elements</b> to reflect an understanding of purpose, <b>audience</b> or <b>place</b>	b. Refine and modify <b>media artworks</b> improving technical quality and intentionally accentuating selected expressive and <b>stylistic elements</b> , to reflect an understanding of purpose, <b>audience</b> , and <b>place</b>	b. Refine and modify <b>media artworks</b> , honing <b>aesthetic</b> quality and intentionally accentuating <b>stylistic elements</b> to reflect an understanding of personal goals and preferences

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Media Arts: Producing	<b>Anchor Standard # 4: Select, analyze and interpret artistic work for presentation</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:PR.4.Ka	MA:Pr.4.1a	MA:PR.4.2a	MA:PR.4.3a	MA:PR.4.4a	MA:PR.4.5a	MA:PR.4.6a	MA:PR.4.7a	MA:PR.4.8a	MA:PR.4.HSa
	a. With guidance, combine arts forms and media <b>content</b> , including dance and video, to form <b>media artworks</b>	a. Combine varied academic, arts and other <b>content</b> in <b>media artwork</b>	a. Practice combining varied academic, arts and media <b>content</b> into <b>unified media artworks</b> , including narrated science <b>animation</b>	a. Practice combining varied academic, arts and media forms and <b>content</b> into <b>unified media artworks</b> , including <b>animation</b> , music and dance	a. Demonstrate how a variety of academic, arts and <b>media content</b> may be mixed and coordinated into <b>media artworks</b> , including American Indian <b>oral traditions</b> and <b>themes</b> through narratives, dance and <b>media</b>	a. Create <b>media artworks</b> through the integration of multiple <b>contents</b> and forms, including a media broadcast	a. Investigate how integrating multiple <b>content</b> areas and forms can support a central idea in <b>media artworks</b>	a. Integrate multiple <b>content</b> areas and forms into <b>unified media artwork productions</b> that convey consistent <b>perspectives</b> and narratives, including those of American Indians	a. Integrate multiple <b>contents</b> and forms into <b>unified media artwork productions</b> that convey specific <b>themes</b> or ideas	a. Connect various arts forms and <b>themes</b> into <b>unified media artwork productions</b> , considering the reaction and interaction of the <b>audience</b>

Media Arts: Producing	Anchor Standard # 5: Develop and refine artistic techniques and work for presentation									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:PR.5.Ka	MA:PR.5.1a	MA:PR.5.2a	MA:PR.5.3a	MA:PR.5.4a	MA:PR.5.5a	MA:PR.5.6a	MA:PR.5.7a	MA:PR.5.8a	MA:PR.5.HSa
	a. Explore basic skills, by handling tools, making choices, and cooperating in creating <b>media artworks</b>	a. Describe and demonstrate various artistic skills and roles, including technical steps, planning, and collaborating in <b>media arts productions</b>	a. Develop ability in various identified artistic, design, technical and <b>soft skills</b> , including tool use and collaboration in <b>media arts productions</b>	a. Demonstrate understanding in a variety of artistic, design, technical and organizational roles, including the making of compositional decisions, manipulating tools and group planning in <b>media arts productions</b>	a. Demonstrate identified roles to practice foundational, artistic, design, technical and <b>soft skills</b> including formal technique, equipment usage, production and collaboration in <b>media arts productions</b>	a. Apply various roles and abilities in artistic, design, technical and <b>soft skills</b> , including formal technique, production and collaboration in <b>media arts productions</b>	a. Develop a variety of artistic, design, technical and <b>soft skills</b> through performing various assigned roles in producing <b>media artworks</b> , including invention, formal technique, production, self-initiative and problem-solving	a. Practice an increasing set of artistic, design, technical and <b>soft skills</b> through performing various roles in producing <b>media artworks</b> , including creative problem-solving and organizing	a. Demonstrate a range of artistic, design, technical and <b>soft skills</b> through performing specified roles in producing <b>media artworks</b> , including <b>strategizing</b> and collaborative communication	a. Demonstrate progression in artistic, design, technical and <b>soft skills</b> , as a result of selecting and fulfilling specified roles in the production of a variety of <b>media artworks</b>

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	MA:PR.5.Kb	MA:PR.5.1b	MA:PR.5.2b	MA:Pr.5.3b	MA:PR.5.4b	MA:PR.5.5b	MA:PR.5.6b	MA:PR.5.7b	MA:PR.5.8b	MA:PR.5.HSb
	b. Explore creative skills that include performing through <b>media arts productions</b>	b. Demonstrate basic creative skills within <b>media arts productions</b> using varying techniques	b. Develop experimentation skills using playful practice and trial and error, within and through <b>media arts productions</b>	b. Exhibit basic creative skills to invent new content and solutions within and through <b>media arts productions</b>	b. Practice foundational innovative abilities, including <b>design thinking</b> , when addressing problems within and through <b>media arts productions</b>	b. Practice fundamental creative and innovative abilities, including expanding conventions, when addressing problems within and through <b>media arts productions</b>	b. Develop a variety of creative and adaptive <b>innovation</b> abilities and testing <b>constraints</b> , in developing <b>solutions</b> within and through <b>media arts productions</b>	b. Exhibit an increasing set of creative and adaptive <b>innovation</b> abilities, including exploratory processes, in developing <b>solutions</b> within and through <b>media arts productions</b>	b. Develop and demonstrate a defined range of creative and adaptive <b>innovation</b> abilities, including <b>divergent solutions</b> and bending conventions, in developing new <b>solutions</b> for identified problems within and through <b>media arts productions</b>	b. Develop and refine a determined range of creative and adaptive <b>innovation</b> abilities, such as <b>design thinking</b> , risk taking, resisting closure, use of failure in addressing identified challenges and <b>constraints</b> within and through <b>media arts productions</b>

Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
MA:PR.5.Kc	MA:PR.5.1c	MA:PR.5.2c	MA:PR.5.3c	MA:PR.5.4c	MA:PR.5.5c	MA:PR.5.6c	MA:PR.5.7c	MA:PR.5.8c	MA:PR.5.HSc
c. Discover how <b>media arts</b> creation tools work	c. Experiment with different ways to use tools and techniques to construct <b>media artworks</b>	c. Explore and develop identified methods to use tools to capture and form <b>media artworks</b>	c. Demonstrate standard use of tools and techniques while constructing <b>media artworks</b>	c. Demonstrate use of tools and techniques in standard and novel ways while constructing <b>media artworks</b>	c. Examine how tools and techniques could be used in standard and experimental ways in constructing <b>media artworks</b>	c. Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing <b>media artworks</b>	c. Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing <b>media artworks</b>	c. Demonstrate adaptability using tools, techniques and <b>content</b> in standard and experimental ways to achieve specific expressive goals in the production of <b>media artworks</b>	c. Demonstrate adaptation and <b>innovation</b> through the combination of tools, styles, techniques and <b>content</b> to achieve specific expressive goals in the <b>production</b> of a variety of <b>media artwork</b>



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Media Arts: Producing	<b>Anchor Standard # 6: Convey meaning through the presentation of artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:PR.6.Ka a. With guidance, identify and share reactions to the presentation of <b>media artworks</b>	MA: PR.6.1a a. With guidance, discuss the experience of the presentation of <b>media artworks</b>	MA:PR.6.2a a. Identify and describe the experience and share results of presenting <b>media artworks</b>	MA:PR.6.3a a. Identify and describe the experience, and share results of and improvements for presenting <b>media artworks</b>	MA:PR.6.4a a. Explain results of and improvements for presenting <b>media artworks</b>	MA:PR.6.5a a. Compare results of and improvements for presenting <b>media artworks</b>	MA:PR.6.6a a. Analyze results of and improvements for presenting <b>media artworks</b>	MA:PR.6.7a a. <b>Critique</b> the results of and implement improvements for presenting <b>media artworks</b> considering impacts on personal growth and external effects	MA:PR.6.8a a. Evaluate the results of and implement improvements for presenting <b>media artworks</b> considering impacts on personal growth and external effects	MA:PR.6.HSa a. Evaluate and implement improvements in presenting <b>media artworks</b> , considering personal, local, and social impacts that are reflected in <b>media artworks</b> , including impacts to American Indians

The Montana Standards for Media Arts										
Media Arts: Responding	<b>Anchor Standard # 7: Perceive and analyze artistic work</b>									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:RE.7.Ka	MA:RE.7.1a	MA:RE.7.2a	MA:RE.7.3a	MA:RE.7.4a	MA:RE.7.5a	MA:RE.7.6a	MA:RE.7.7a	MA:RE.7.8a	MA:RE.7.HSa
	a. With guidance, recognize and share <b>components</b> and <b>messages</b> in media artworks	a. Identify <b>components</b> and <b>messages</b> in media artworks	a. Identify and describe the <b>components</b> and <b>messages</b> in media artworks	a. Identify and describe how <b>messages</b> are created by <b>components</b> in media artworks	a. Identify, describe and explain how <b>messages</b> are created by <b>components</b> in media artworks	a. Identify, describe and differentiate how <b>message</b> and <b>meaning</b> are created by <b>components</b> in media artworks	a. Identify, describe and analyze how the <b>components</b> and <b>messages</b> create <b>meaning</b> in media artworks	a. Describe, compare and analyze the qualities of and relationships between the <b>components</b> in media artworks	a. Compare, contrast and analyze the qualities of and relationships between the <b>components</b> and <b>style</b> in media artworks	a. Analyze and <b>synthesize</b> the qualities and relationships of the <b>components</b> in a variety of media artworks and feedback on how they impact <b>audience</b>

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	MA:RE.7.Kb	MA:RE.7.1b	MA:RE.7.2b	MA:RE.7.3b	MA:RE.7.4b	MA:RE.7.5b	MA:RE.7.6b	MA:RE.7.7b	MA:RE.7.8b	MA:RE.7.HSb
	b. With guidance, recognize and share how a variety of <b>media artworks</b> create different experiences	b. With guidance, identify how a variety of <b>media artworks</b> create different experiences	b. Identify and describe how a variety of <b>media artworks</b> create different experiences	b. Identify and describe how various forms, methods and <b>styles</b> in <b>media artworks</b> manage <b>audience</b> experience	b. Identify, describe and explain how various forms, methods and <b>styles</b> in <b>media artworks</b> manage <b>audience</b> experience	b. Identify, describe and differentiate how various forms, methods and <b>styles</b> in <b>media artworks</b> manage <b>audience</b> experience	b. Identify, describe and analyze how various forms, methods and <b>styles</b> in <b>media artworks</b> manage <b>audience</b> experience	b. Describe, compare and analyze how various forms, methods and <b>styles</b> in <b>media artworks</b> interact with personal preferences in influencing <b>audience</b> experience	b. Compare and analyze how various forms, methods and <b>styles</b> in <b>media artworks</b> manage <b>audience</b> experience and create intention	b. Analyze how a broad range of <b>media artworks</b> manage <b>audience</b> experience, and create intention and persuasion through <b>multimodal perception</b>

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Media Arts: Responding	Anchor Standard # 8: Construct meaningful interpretations of artistic works									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:RE.8.Ka	MA:RE.8.1a	MA:RE.8.2a	MA:RE.8.3a	MA:RE.8.4a	MA:RE.8.5a	MA:RE.8.6a	MA:RE.8.7a	MA:RE.8.8a	MA:RE.8.HSa
	a. With guidance, share observations regarding a variety of <b>media artworks</b> , including works by and about American Indians	a. With guidance, identify the <b>meanings</b> of a variety of <b>media artworks</b> , including works by and about American Indians	a. Determine the purposes and <b>meanings</b> of <b>media artworks</b> , considering their <b>context</b>	a. Determine the purposes and <b>meanings</b> of <b>media artworks</b> while describing their <b>context</b>	a. Determine and explain reactions and interpretations to a variety of <b>media artworks</b> , considering their purpose and <b>context</b>	a. Determine and compare personal and group interpretations of a variety of <b>media artworks</b> considering their intention and <b>context</b> , and how <b>context</b> can create misrepresentations and/or misunderstandings of a people or <b>culture</b> as happens with American Indians	a. Analyze the intent of a variety of <b>media artworks</b> , using given <b>criteria</b>	a. Analyze the intent and <b>meaning</b> of a variety of <b>media artworks</b> , using self-developed <b>criteria</b>	a. Analyze the intent and <b>meanings</b> of a variety of <b>media artworks</b> using given <b>criteria</b> , focusing on intentions, forms and various <b>contexts</b> , and how the media could impact one's <b>cultural understandings</b>	a. Analyze the intent, <b>meanings</b> , and reception of a variety of <b>media artworks</b> , focusing on personal and <b>cultural contexts</b>

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Media Arts: Responding	Anchor Standard # 9: Apply criteria to evaluate artistic work									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:RE.9.Ka	MA:RE.9.1a	MA:RE.9.2a	MA:RE.9.3a	MA:RE.9.4a	MA:RE.9.5a	MA:RE.9.6a	MA:RE.9.7a	MA:RE.9.8a	MA:RE.9.HSa
	a. With guidance, share appealing qualities and possible changes in <b>media artworks</b>	a. With guidance, identify the effective parts of and possible changes to <b>media artworks</b> considering viewers	a. Discuss the effectiveness of and improvements for <b>media artworks</b> , considering their <b>context</b>	a. Identify basic <b>criteria</b> for and evaluate <b>media artworks</b> , considering possible improvements and <b>context</b>	a. Identify and apply basic <b>criteria</b> for evaluating and improving <b>media artworks</b> and <b>production processes</b> considering <b>context</b>	a. Determine and apply <b>criteria</b> for evaluating <b>media artworks</b> and <b>production processes</b> , considering <b>context</b> and practicing constructive feedback	a. Determine and apply specific <b>criteria</b> to evaluate various <b>media artworks</b> and <b>production processes</b> , considering <b>context</b> and practicing constructive feedback	a. Develop and apply <b>criteria</b> to evaluate various <b>media artworks</b> and <b>production processes</b> , considering <b>context</b> and practicing constructive feedback	a. Evaluate <b>media artworks</b> and <b>production processes</b> with developed <b>criteria</b> , considering <b>context</b> and artistic goals	a. Form and apply defensible evaluations in the constructive and systematic <b>critique</b> of <b>media artworks</b> and <b>production processes</b>

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Media Arts: Connecting	Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CN.10.Ka	MA:CN.10.1a	MA:CN.10.2a	MA:CN.10.3a	MA:CN.10.4a	MA:CN.10.5a	MA:CN.10.6a	MA:CN.10.7a	MA:CN.10.8a	MA:CN.10.HSa
	a. With guidance, use personal experiences and choices in making <b>media artworks</b>	a. Use personal experiences, interests and <b>models</b> in creating <b>media artworks</b>	a. Use personal experiences, interests, information and <b>models</b> in creating <b>media artworks</b>	a. Use personal and external resources, interests, information and <b>models</b> to create <b>media artworks</b>	a. Examine and use personal and external resources interests, research, and <b>cultural understand-ings</b> to create <b>media artworks</b>	a. Access, utilizing interests, knowledge and experiences, and using internal and external resources and <b>cultural understand-ings</b> to create <b>media artworks</b>	a. Access, evaluate and use internal and external resources and <b>cultural understand-ings</b> to create <b>media artworks</b>	a. Access, evaluate and use internal and external resources and <b>cultural understand-ings</b> to inform the creation of <b>media artworks</b> , including exemplary works	a. Access, evaluate, and use internal and external resources to inform the creation of <b>media artworks</b> , including <b>cultural</b> and societal knowledge, research and exemplary works	a. <b>Synthesize</b> internal and external resources to enhance the creation of persuasive <b>media artworks</b> , including original <b>cultural</b> connections, <b>introspection</b> , research and exemplary works

	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CN.10.Kb	MA:CN.10.1b	MA:CN.10.2b	MA:CN.10.3b	MA:CN.10.4b	MA:CN.10.5b	MA:CN.10.6b	MA:CN.10.7b	MA:CN.10.8b	MA:CN/10/HSb
	b. With guidance, share memorable experiences of <b>media artworks</b>	b. Share meaningful experiences of <b>media artworks</b>	b. Discuss experiences of <b>media artworks</b> describing their <b>meaning</b> and purpose	b. Identify and show how <b>media artworks</b> form <b>meanings, situations, and/or culture</b> , in <b>popular media</b>	b. Examine and show how <b>media artworks</b> form <b>meanings, situations, and/or cultural</b> experiences in online spaces	b. Examine and show how <b>media artworks</b> form <b>meanings, situations, and cultural</b> experiences in the news and at <b>cultural</b> events	b. Explain and show how <b>media artworks</b> form new <b>meanings, situations and cultural</b> experiences at historical events	b. Explain and show how <b>media artworks</b> form new <b>meanings, knowledge and cultural</b> experiences	b. Explain and demonstrate how <b>media artworks</b> expand <b>meaning</b> and knowledge, create <b>cultural</b> experiences and influence local and global events	b. Explain and demonstrate the use of <b>media artworks</b> to <b>synthesize</b> new <b>meaning</b> and knowledge, and reflect and form <b>cultural</b> experiences, including new connections between <b>themes</b> and ideas, local and global networks and personal influence

The Montana Standards for Media Arts										
Media Arts: Connecting	Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians									
	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:RE.11.Ka	MA:RE.11.1a	MA:RE.11.2a	MA:RE.11.3a	MA:RE.11.4a	MA:RE.11.5a	MA:RE.11.6a	MA:RE.11.7a	MA:RE.11.8a	MA:RE.11.HSa
	a. With guidance, share ideas in relating <b>media artworks</b> to everyday life and daily activities	a. Discuss and describe <b>media artworks</b> in everyday life, including <b>popular media</b> , and connections with family and friends	a. Discuss how <b>media artworks</b> and ideas relate to everyday life and <b>culture</b> , including media <b>messages</b> and media <b>environments</b>	a. Identify how <b>media artworks</b> and ideas relate to everyday life and <b>culture</b> , and can influence values and online behavior	a. Explain verbally and/or in <b>media artworks</b> , how <b>media artworks</b> and ideas relate to everyday life and <b>culture</b> , including fantasy and reality and technology use	a. Research and show how <b>media artworks</b> and ideas relate to personal, social and community life and <b>culture</b> , including the exploration of commercial and information purposes, history and <b>ethics</b>	a. Research and show how <b>media artworks</b> and ideas relate to personal life, social, community, cultural and personal <b>identity</b> , history and entertainment	a. Research and demonstrate how <b>media artworks</b> and ideas relate to various <b>situations</b> , purposes and values, including community, <b>vocations</b> and social media	a. Demonstrate and explain how <b>media artworks</b> and ideas relate to various <b>contexts</b> , purposes and values, such as democracy, <b>environment</b> and connecting people, <b>cultures</b> and <b>places</b>	a. Demonstrate and explain how <b>media artworks</b> and ideas relate to various <b>contexts</b> , purposes, and values, such as societal trends, power, equality, personal and <b>cultural identity</b> , <b>propaganda</b> and truth



	Kindergarten	1st	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8th	HS Proficient
	MA:CN.11.Kb	MA:CN.11.1b	MA:CN.11.2b	MA:CN.11.3b	MA:CN.11.4b	MA:CN.11.5b	MA:CN.11.6b	MA:CN.11.7b	MA:CN.11.8b	MA:CN.11.HSb
	b. With guidance, interact <b>safely</b> and appropriately with <b>media arts</b> tools and <b>environments</b>	b. Interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>safety, rules</b> and <b>fairness</b>	b. Interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>safety, rules</b> and <b>fairness</b>	b. Examine and interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>safety, rules</b> and <b>fairness</b>	b. Examine and interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>safety, rules</b> and <b>fairness</b>	b. Examine, discuss and interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>ethics, rules</b> and <b>media literacy</b>	b. Analyze and interact appropriately with <b>media arts</b> tools and <b>environments</b> , considering <b>fair use</b> and <b>copyright, ethics, and media literacy</b>	b. Analyze and responsibly interact with <b>media arts</b> tools and <b>environments</b> , considering, <b>copyright, ethics, and media literacy</b> and social media	b. Analyze and responsibly interact with <b>media arts</b> tools, <b>environments, legal and technological contexts</b> , considering <b>ethics, media literacy</b> , social media, and <b>virtual worlds</b>	b. Critically evaluate and effectively interact with <b>legal, technological, systemic, and vocational contexts</b> of <b>media arts</b> , considering <b>ethics, media literacy</b> , social media, <b>virtual worlds</b> and <b>digital identity</b>

## Media Arts Glossary of Terms

**Aesthetics** the fusion of thoughts senses and emotions with the diversity of personal social and imagined experience which shapes an individual's response to artworks

**Animation** a way of making a movie by using a series of drawings, computer graphics, or photographs of objects (such as puppets or models) that are slightly different from one another and that when viewed quickly one after another create the appearance of movement;  
a movie or brief scene that is made this way

**Audience** the consumers of media work (referred to as the 'intended' or target audience) and are often categorized as 'mainstream' or 'alternative' which can consist of subcultural or minority groups

**Components** the discrete portions and aspects of media artworks, including elements, principles, processes, parts, assemblies, etc.; such as light, sound, space, time, shot, clip, scene, sequence, movie, narrative, lighting, cinematography, interactivity, etc.

**Constraints** limitations on what is possible, both real and perceived

**Content** the subjects or topics involved in an artwork

**Context** the situation surrounding the creation or experience of media artworks that influences the work, artist or audience. This can include how, where and when media experiences take place, as well as additional internal and external factors (personal, societal, cultural, historical, physical, virtual, economic, systemic, etc.)

**Convention** an established, common or predictable rule, method or practice within media arts production, such as the notion of a "hero" in storytelling

**Copyright** the exclusive right to make copies, license and otherwise exploit a produced work

**Criteria** a principle or standard by which something may be judged or decided

**Critique** an oral or written discussion strategy used to analyze describe and interpret works of art

**Culture/Cultural** the collective identity of a particular group of people as evident in their beliefs, values, customs social behaviors practices language way of life political and economic systems shared history and material goods

**Cultural Understanding** the ability of standing apart from ourselves and becoming aware of the cultural values beliefs and perceptions of others

**Design Thinking** a cognitive methodology that promotes innovative problem solving thorough the prototyping and testing process

**Digital Identity** how one is presented, perceived and recorded online, including personal and collective information and sites, e-communications, commercial tracking, etc.

**Divergent Thinking** unique, original, uncommon, idiosyncratic ideas; thinking outside the box

**Elements** the stylistic elements of media production, such as: editing, composition, point of view, angle, connotation, color, lighting, shape, movement, scale, sound and special effects

**Emerging Technology** the fields of technology that broach new territory in some significant way

**Emphasis** the creating of a focal point or dominant element in a composition that draws more attention from the viewer

**Environments** the spaces, contexts and situations where media artworks are produced and experienced, such as in theaters, production studios and online

**Ethics** moral guidelines and philosophical principles for determining appropriate behavior within media arts environments

**Exaggeration** principle of pushing a media arts element or component into an extreme for provocation, attention, contrast as seen in character, voice, mood, message, etc.

**Fairness** complying with appropriate, ethical and equitable rules and guidelines

**Fair use** permits limited use of copyrighted material without acquiring permission from the rights holders, including commentary, search engines, criticism, etc

**Force** principle of energy or amplitude within an element, such as the speed and impact of a character's motion

**Generative Methods** various inventive techniques for creating new ideas and models, such as brainstorming, play, open exploration, experimentation, inverting assumptions, rule-bending, etc.

**Innovate/innovation** make changes in something established especially by introducing new methods ideas or approaches

**Introspection** the examination or observation of one's own mental and emotional processes and responses

**Legal** the legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc.

**Media/Medium** model(s) of artistic expression or communications; materials or other resources

**Media Arts/Artworks** the screen-based projects presented via film television radio audio video the internet interactive and mobile technologies video games transmedia storytelling and satellite as well as media-related printed books and journals (as defined by the National Endowment for the Arts)

**Media Literacy** a series of communication competencies, including the ability to access, analyze, evaluate, and communicate information in a variety of forms, including print, and non-print messages (as defined by the National Association for Media Literacy Foundation)

**Media Messages** the various artistic, emotional, expressive, prosaic, commercial, utilitarian and informational communications of media artworks

**Meaning** the formulation of significance and purposefulness in media artworks

**Model/Modeling/Concept Modeling** creating a digital or physical representation or sketch of an idea, usually for testing; prototyping

**Movement** principle of motion of diverse items within media artworks

**Multimodal Perception** the coordinated and synchronized integration of multiple sensory systems (vision, touch, auditory, etc.) in media artworks

**Oral History** transmission of a culture and history of a people through oral means; each tribe has a history that can be traced to the beginning of time Many of these histories are recounted verbally (orally) and have been passed down through generations often through story-telling and song Oral histories are as valid and important as written histories

**Oral Tradition** the practice of recounting history verbally and/or teaching cultural values through stories. Many cultures around the world had or have oral traditions. Some tribes may only tell certain stories from their oral tradition during certain times of the year and this practice should be respected

**Perspective** principle pertaining to the method of three-dimensional rendering, point of view and angle of composition

**Place** a group of ideas concerning significance and meanings that particular places have for their inhabitants or users

**Popular Media** the different online venues that media art productions can be viewed (for example, *YouTube*, *Vimeo*, *Facebook*, *Vine* etc.)

**Point of View** the position from which something or someone is observed; the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters

**Principles** the concepts used to organize or arrange the structural elements of a media production, such as: balance, space, emphasis, proportion and unity

**Processes** a series of operations or actions performed in making a product; the diverse processes, procedures, steps used to carry out the construction of a media artwork,

such as prototyping, playtesting and architecture construction in game design

**Production** the actual making of the media work. Pre-production involves planning including the sourcing of funds scripting design and logistical organization. Post-production involves the editing or refinement of the media work which will be presented

**Prototyping** creating a testable version, sketch, model of a media artwork, such as a game, character, website, application etc.

**Purpose** the intended or desired result of a product or artwork

**Rules** the laws, or guidelines for appropriate behavior; protocols

**Safety** maintaining proper behavior for the welfare of self and others in handling equipment and interacting with media arts environments and groups

**Situation** the combinations of artworks formats contexts and audiences in presenting media arts productions

**Soft Skills** diverse organizational and management skills, useful to employment, such as collaboration, planning, adaptability, communication, etc

**Solutions** the method of solving a creative problem or finding the best answer

**Strategize** to explore different ideas and approaches to create a media arts work

**Structure** the laying out the arrangement of and relations between the parts or elements of a media arts production

**Style** the aesthetic quality of a media production; the use of stylistic elements and principles of media production to give an auxiliary meaning idea or feeling to the media arts work

**Stylistic Convention** a common, familiar, or even “formulaic” presentation form, style, technique or construct, such as the use of tension building techniques in a suspense film

**Systemic Communications** socially or technologically organized and higher-order media arts communications such as networked multimedia, television formats and broadcasts, “viral” videos, social multimedia (e.g. “vine” videos), remixes, transmedia, etc

**Theme** the main idea or an underlying meaning of a media arts production that may be stated directly or indirectly

**Unified/Unity** creating a media arts production that conveys a specific theme or idea

**Virtual Worlds** online, digital, or synthetic environments (for example, *Minecraft*, *Second Life*)

**Vocational** the workforce aspects and contexts of media arts